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ABSTRACT

This study examined how professional learning communities develop, using cross-subject teams within the context of HUMANITAS, a program designed to promote teachers' professional growth and effectiveness by creating a voluntary "community of learners" for teachers and students. Data were gathered from teacher interviews, team observations, teacher questionnaires and site records from thirty-five interdisciplinary teams (68 teachers in 8 secondary schools) in the diverse and urban Los Angeles Unified School District. Findings indicated that most teachers found participation in HUMANITAS to be a positive force facilitating collaboration and interdisciplinary teamwork, although the collegial, collaborative spirit that developed among teachers in the HUMANITAS teams did not extend to other teachers or departments in the same school. Since only those teams which successfully implemented HUMANITAS are discussed in this study, a call is made for further research on factors impeding implementation of such programs, as well as reasons why many schools never initiate participation in such programs at any level. (Contains 35 references and 8 tables.) (PB)

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Humanitas: Learning Communities That Transform Teachers' Professional Culture

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April 1996

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Humanitas: Learning Communities That Transform

Teachers' Professional Culture

April, 1996

Introduction

Research on teacher community building has the potential for extending the social system perspective on teaching standards and professionalization, and informing educational reform policy (Talbert & McLaughlin, 1994). In an attempt to understand and assess factors that either constrain or enable the best work of teachers, educational researchers have begun to examine contexts that matter most for teaching and learning, how these context conditions affect high school teaching, and the crucial role of the teacher's workplace. The central conclusion in the research conducted by McLaughlin and Talbert (1992, 1993) is that teachers' groups, **professional communities** variously defined, offer the most effective unit of intervention and provide powerful opportunities for reform. It is within the context of a professional community -- be it a department, a school, a network, or a professional organization -- that teachers can consider the meaning of the nation's educational goals in terms of their classrooms, their students, and their content area. Their findings suggest that the path to change in the classroom core lies within and through teachers' professional learning communities: learning communities which generate knowledge, craft new norms of practice, and sustain participants in their efforts to reflect, examine, experiment, and change (McLaughlin & Talbert, 1993, p. 18). **Cross-disciplinary core teams** constitute a key strategic site for building learning communities that promote success with today's student (McLaughlin & Talbert, 1993).

Objectives

This study was designed to replicate and extend the work of McLaughlin and Talbert (1992, 1993) on a much smaller scale by examining key issues of how professional learning communities develop using cross-subject teams within the context of HUMANITAS, a program designed to promote teachers' professional growth and effectiveness by creating a voluntary "community of learners" for teachers and students. The HUMANITAS program was first introduced in 1986 as an interdisciplinary, thematic, team-based approach to teaching the arts and humanities to a diverse population of high school students in the Los Angeles Unified School District. The goals of HUMANITAS appear to reflect the view of a **professional learning community** set forth in this study -- one that is characterized by collegial collaboration, professional growth and continuous learning, professional commitment, shared leadership, shared technical culture, reflective practice, and professional outreach (McLaughlin & Talbert, 1992, 1993; Rowan, 1991).

This research examined the characteristics, developmental stages, contributing and inhibiting factors, and norms and beliefs around which teacher professional community developed within HUMANITAS teams. The study sought to answer the following questions: (a) To what extent do HUMANITAS teams exhibit characteristics of teachers' professional learning community as defined by leading scholars in the field? (b) Through what stages do teachers' professional communities evolve, and are the stages the same or different across school settings? (c) What are the contributing factors that enable the development of teachers' professional community? (d) What are the constraining factors that inhibit the development of teachers' professional community? (e) In what ways has the teachers' professional community that has developed within the HUMANITAS teams enabled teachers to change? For example, what specific changes in beliefs or attitudes toward teaching and learning occurred among team members? What effects have these changes had on practice or curriculum content -- or generally -- what and how things are taught in the classroom? What specific changes in roles, relationships, or responsibilities occurred within HUMANITAS teams?

Theoretical Framework

I explored three major bodies of literature to guide and inform this study: theory and research on teachers' workplace as context, the process of educational change and change agentry, and teacher community building. Those who study schools have begun to acknowledge what has been commonplace knowledge in other fields, namely that the workplace deeply affects the work (Ashton & Webb, 1986; Johnson, 1990; Lieberman & Miller, 1992; Rosenholtz, 1989; Rosenholtz & Simpson, 1990). On one hand, there is a recurring theme that characterizes teachers' lives in the workplace as isolated, separated, and individualized, exhibiting little shared community or common purpose (Goodlad, 1984; Lieberman, 1988, 1990; Lortie, 1975). Standing in sharp contrast are reports of schools with a collaborative work culture -- places where teachers invent new futures for the school, feeling that everything is possible. Research supports the value of collaboration and community building in the workplace as a factor in deisolation, enhanced professionalism, professional growth and continuous learning (Barth, 1990; Johnson, 1990; Lieberman & Miller, 1992; Little, 1982; Rosenholtz, 1989).

People are always wanting teachers to change, and rarely has this been more true than in recent years (Hargreaves, 1994). Proposed reforms in teachers' work and practice require an understanding of the change process including teachers' capacity for change and their desire to change. Questions such as how and why teachers actually do change, and what is it that impels or inspires them to change or not to change in the first place become important to such an understanding. The theory of change that Fullan (1991) develops points to the importance of peer relationships in the school. His work and that of others suggest that new meanings, new behaviors, new skills and beliefs depend significantly on whether teachers are working as isolated individuals, or are working in collaboration, exchanging ideas, knowledge, and support, and reaching a shared consensus about the goals and organization of their work (Goodlad, 1984; Little, 1982; Lortie, 1975; Rosenholtz, 1985, 1989). Educational reforms call for fundamental changes to occur in the roles, relationships, and responsibilities of all participants involved with schools. These reforms also suggest the alteration of traditional patterns of interaction by replacing

independence and isolation with cooperative and collaborative work. Teachers need to embrace what Fullan (1993) terms "interactive professionalism" which includes reflection on practice, collaboration with colleagues, and a commitment to norms of continuous growth and learning.

Changing the metaphor of school from an organization to a community suggests a different lens through which to view experiences and ideas (Beck, 1994), and one that could lead to different practices and connections among people (Sergiovanni, 1992, 1994). Barth (1990) suggests that there can be no community of learners when there is no community in schools and there are no learners. Professional isolation stifles professional growth. A professional learning community is one where participants hold a commitment to the continuous development of their expertise, and where members feel a strong sense of collegiality, collaboration, and commitment to the work setting (Rowan, 1991). It is also a place where people continually discover how they create their reality, and how they can change it (Senge, 1990). Current research efforts suggest that a strong professional community provides teachers the context for sustained learning and developing of the profession (McLaughlin & Talbert, 1993).

Design of Study

This study's design is consistent with the assumptions of a qualitative study that uses the inquiry process for: understanding a social or human problem, building a complex picture with words, and reporting detailed views of informants (Creswell, 1994).

Methodology

This study combined survey research and qualitative research methods in order to provide a more elaborate description of the patterns of relationships and interactions important to the development of teachers' professional community, the stages through which it evolves, and the conditions that enable or constrain its development. Data collection strategies included semi-structured, in-depth teacher interviews, team observations, and school site document

analysis. Interviews and observations guided by protocols allowed the collection of comparable data across school sites. A cross-sectional survey based on the "Teacher Survey Questionnaire" developed by Stanford researcher Milbrey McLaughlin (1991), and used with the author's permission, provided descriptive, quantitative data on certain aspects of the study.

The qualitative data collected from 25 teacher interviews and 6 team observations and numerous site record documents were coded and analyzed for emerging categories and patterns or clusters of themes in order to provide an interpretive analysis of the phenomenon of teacher professional community. Quantitative data generated from the return of 52 of the 68 teacher questionnaires provided important descriptive statistical information on the frequency and distribution of key indicators of teacher professional community. Analysis of the survey data was conducted using the Statistical Analysis System (SAS). Taken together, the patterns and themes that emerged from the qualitative data, and the quantitative descriptive data formed the core of the findings of this study.

Data Source

The Los Angeles Unified School District, the nation's second largest school district was chosen because of its successful implementation of the innovative HUMANITAS program in 38 of the 49 comprehensive high schools. Thirty-five interdisciplinary teams (68 teachers) from 8 secondary schools participating in the HUMANITAS program comprised the purposive sample for this study. The eight schools chosen reflected the economic, racial, ethnic, and cultural diversity of the large urban district.

Research Questions

1. To what extent do HUMANITAS teams exhibit characteristics of teachers' professional learning community as defined by leading scholars in the field?
2. Through what stages do teachers' professional communities evolve, and are the stages the same or different across school settings?

3. What are the contributing factors that enable the development of teachers' professional community?

4. What are the constraining factors that inhibit the development of teachers' professional community?

5. In what ways has the teacher community that developed within the HUMANITAS teams enabled teachers to change? For example, what specific changes in beliefs or attitudes toward teaching and learning occurred among team members? What effects have these changes had on practice or curriculum content -- or generally -- what and how things are taught in the classroom? What specific changes in roles, relationships, or responsibilities occurred within HUMANITAS teams?

FINDINGS

To what extent do HUMANITAS teams exhibit characteristics of teachers' professional learning community as defined by leading scholars in the field?

The concept of "context effect" in the literature (Talbert & McLaughlin, 1992) suggests that conditions in a particular context -- the values, beliefs, norms, social relations, structures, and resources -- influence what teachers think about and how they conduct instruction in their classroom, and in turn, how and what students learn. Central to this study was an in-depth look at a particular local context, interdisciplinary, cross-subject teams in the HUMANITAS Program and the characteristics that described those teams as they evolved as a professional learning community.

Various scholars (see, for example, Ashton & Webb, 1986; Little, 1982; McLaughlin, 1992, 1993; Rosenholtz, 1985, 1989; and Rowan, 1991) have described and characterized teachers' professional communities as places which generate new knowledge, craft new norms of practice, and sustain their members in their efforts to reflect, experiment and change. The interdisciplinary teams in the HUMANITAS Program in this study exhibited to a great degree many of the characteristics associated with teacher community.

In-depth teacher interviews and direct observation revealed a consistent pattern of teams committed to developing and evolving as a professional teacher community. Teachers across the teams subscribed to norms of ongoing professional growth and development, collegiality, and professional interaction. Norms of collegial collaboration, reflection on practice, and continual learning were inter-related.

The collaborative nature of the teams occurred at two levels. Collaboration around learning for teachers and students described the nature of their work. Teachers were very supportive of each other's work. Interactions were frequent and encouraged. Conversations among teachers were about the practice of teaching, professional growth, teacher and student

learning, and instructional strategies for reaching their students.

Collaboration was also evident in the personal relationships created within the team. Teachers viewed the team as their reference point for sharing a technical culture, professional and personal growth, and reflection on practice. They planned, researched, developed, and evaluated their practice and their curriculum together. A feeling of mutual respect - personal and professional was evident within the teams.

This same feeling of mutual respect extended to the HUMANITAS site coordinator at the eight schools. No evidence of a hierarchical structure was found. No team or individual school suggested any hint of an internal power struggle over leadership. Quite the opposite was true. Opportunities to assume roles of leadership within the team and in the HUMANITAS program at the schools were multiple. In fact, one strength of the teacher community seemed to the "fluid" nature of the leadership. It was interesting to note that all of the coordinators were teachers on one or more teams in addition to their responsibilities for coordination of the teams and activities. Only two of the schools in this study provided an additional hour of released time for coordinators. Most HUMANITAS coordinators carried a full teaching load.

An interesting structural feature of the program that was important to most of the teachers was the flexibility they had to design and create their curriculum, to change it and rewrite as needed to reach their students. This flexibility caused many teachers to note that they experienced a renewed sense of freedom to take risks and to be creative. They gained new knowledge while learning from each other's discipline and expertise. Teachers on the teams engaged in a spirit of collective inquiry, and developed what they described as a "community of scholars."

These norms stand in sharp contrast to descriptions by Dan Lortie (1975) and others of teachers working alone and in isolation. HUMANITAS teams offered one context for the development of strong professional teacher community. Teachers created a culture within the teams that closely resembled Rowan's (1991) description of a professional community as one that has shared technical norms and beliefs, a sense of felt collegiality, and a commitment to the

improvement of teaching.

Quantitative data provided support for a major finding in this study. **Collegial collaboration was found to be bounded** within the HUMANITAS teams and program, and did not necessarily extend to the larger school. Teachers in the HUMANITAS program were those who preferred to work in a collaborative setting rather than in one characterized by isolation. Key issues such as time, flexible schedules, types of students, professional jealousy, and curricular problems related to "covering the content" emerged as inhibitors that constrained professional community building.

Through what stages does teachers' professional community evolve, and are those stages the same or different across school settings?

The interdisciplinary team is an important context for study, and when viewed through the lens of "community" has a different focus. Concern for issues of consensus, mutual commitment, group norms, shared values, interpersonal caring, and the development of bonds between teachers, and between teachers and students takes on new importance. Data gathered from in-depth teacher interviews suggested the existence of a series of stages through which teams evolved. Though the stages were similar across the teams and schools, the stages were certainly not linear. There was considerable interplay between and among the stages. The stages through which the teams evolved included: responding to an initial motivation to work on a team, building trust and becoming a team, negotiating differences, and coping with the inevitable changes that occurred.

The need to belong and to be connected, and the power of personal relationships to give direction and provide meaning emerged as a central theme for teachers in this study. Most teachers were initially drawn to the program through friends and colleagues already on teams, or through a personal preference for working on a team based on prior experience. The opportunity to make personal connections with others, and the intellectual connection to ideas, knowledge and values across disciplines motivated many teachers to participate. Teachers spoke about being challenged intellectually as they worked with colleagues -- learning together. Community was about relationships and felt interdependencies.

As teams developed and began to take shape as a professional community they progressed through several stages that some likened to building a marriage relationship. Teachers viewed the team as their reference point for sharing a technical culture, personal and professional growth, risk-taking, and reflective practice. Learning to trust other members on the team, building rapport among participants, resolving conflicts and differences, and handling change was an ongoing process. Teams changed in composition when new members or new subjects were added. Teams had to reestablish trust, promote norms of collegial collaboration,

and at the same time deal with change. Different teaching styles, concepts of curriculum, expectations of students, and classroom standards represented potential problems. Time emerged as an influential factor for all teams -- time to grow as a team, time to spend together as a team during the school day, and time to spend together outside of school.

For the team, building trust, handling differences, and learning from change meant finding ways to resolve conflicts and differences, and to build relationships characterized by a commitment to each other, resonant of the caring community Sergiovanni (1994) described. Teams talked about the need for openness and honesty in communication with each other. A commitment to building skills and confidence in others, reflecting and improving the team's work, and supporting a lively spirit of experimentation and risk-taking was important in the process of building teacher community. Building teacher community with norms of collaboration, collegiality and consensus-building did not come as a natural consequence of working together. It was taught, learned, nurtured, and modeled until it replaced working privately. The teacher community that developed within the team reinforced and supported teachers by creating a sense of belonging, connectedness and familylike relationships.

The formation of an interdisciplinary team would seem, by definition, to mean moving from working alone as an individual teacher to "coming together" in a relationship with several other teachers. The 35 teams in this study were those that made it. They were able to negotiate the stages from privacy to dialogue about teaching and collaboration. Not all teams, however, developed this sense of community characterized by mutual commitment, shared ideas and values. For some teams, negotiating differences and responding to changes led to disbanding the team and teachers going their separate ways. At any one of the stages the teams were vulnerable. Each stage could spin off into its own set of stages and problems that required negotiation in order to make it through.

What are the contributing factors that enable the development of teachers' professional community? What are the constraining factors that inhibit the development of teachers' professional community?

Findings in this suggested that factors thought to contribute to or inhibit the building of collaborative, collegial relationships, and the development of teachers' professional community clustered around two broad categories: human relations factors, and organizational and structural conditions. Human relationships served both as a contributor to the development of teacher community and at times constrained its development. Attempts to build collaborative teams and develop community, replacing competitive relationships with collegial ones, did not occur easily, let alone naturally in most schools in this study. Extensive literature on teachers' workplace (Barth, 1990; Johnson, 1990b; Lortie, 1975; Louis, 1992a, 1992b; Rosenholtz, 1989; Rosenholtz & Simpson, 1990) focused on conditions that greatly affected teachers' work -- the conditions of their work, their interpretation of their work, and their relationship to their work. Respect from relevant adults, recognition and support, a sense of personal efficacy that what they did as teachers mattered to their colleagues and their students emerged as important factors to teachers. The presence of those factors in many schools and teams in this study influenced the development of teacher community. Respect from colleagues not in the program was the least forth coming. Professional jealousy over resources such as time, field trips, and additional funds, and additionally over students, and program flexibility was described by teachers in most of the schools. The interdisciplinary connections and team-based approach produced strong, collegial, collaborative interactions for many teachers who talked about "always wanting to teach that way." Those same interdisciplinary connections stood in contrast to the traditional approaches of sequence and chronology in practice and curriculum. Berman and McLaughlin (1978) found that change at the secondary level is more difficult because of the nature of the teachers, the classes, and the unwillingness of teachers to vacate their responsibility to subject matter. This study found that teachers in some discipline areas found it difficult to make the cross-subject , thematic connections. For some teachers -- those who were more

content-driven, and textbook-based -- the change to an interdisciplinary approach created tensions.

One interesting aspect of HUMANITAS that emerged from this study was that in many ways the HUMANITAS program had a life of its own. The teams worked best when left alone. While six of the eight schools in the study had new principals following the inception of the program, the HUMANITAS program and teams continued their existence. HUMANITAS seemed to flourish with little administrative oversight. Teachers cited as crucial to their team's success the daily support from team members, the connection to the larger community through a network sponsored by the Partnership (LAEP), and the opportunity to make intellectual connections with others and to ideas, knowledge and values across the disciplines

The administrator's role was best described as one of "noninterference," alternating between a cheerleader and a buffer. This shift in the administrative role supported Sergiovanni's (1995) description of administrative leadership as "leadership by building, bonding, and binding. Leadership is nothing more than a means to make things happen" (p. 129). It enables teachers to become strong leaders, taking the lead in advancing the understanding and practice of teaching (see, for example, Barth, 1990; Bolman & Deal, 1990; Sergiovanni, 1994, 1995).

Another interesting factor that emerged from this study was the importance of a sense of professionalism fostered by the respect and trust accorded teachers in the program. They used their skills and knowledge to exercise task autonomy and discretion. They selected and recruited teachers from within the school as participants on the teams. They wrote, designed, planned and structured their own curriculum and teaching. They worked across departments. Teachers experienced an enhanced sense of ownership - the program and its future was theirs. The changes were coming from within -- not imposed from without.

Teachers reported they enjoyed a sense of freedom and independence to carry out their work. Administrators allowed the teachers and coordinator the freedom to exercise control over their program with little outside interference. The teacher-initiated, team-based approach provided a structure that allowed for broad interaction. They became self-directing. When

teachers were behind the change and had a role in shaping it, they created a strong, professional culture. The sense of freedom they experienced in their workplace allowed them to restructure the way they operated as professionals, changing roles and relationships. Allowing teachers to have influence over issues that affect their work was found to be central to constructive change in schools (see, for example, the Carnegie Report, 1986; Holmes Group, 1986; Lieberman & Miller, 1990, 1992a, 1992b).

Collaboration as the norm, was a hallmark of HUMANITAS teams (see Shulman, 1989). Participation on the interdisciplinary teams created a set of circumstances that required structural changes in order to provide for joint planning and team arrangements. Structural changes that led to removing artificial barriers for collaboration required administrative backing and support. Many teachers in the study looked to administrators to promote organizational norms reflecting structural support such as building in time in the master schedule, and locating teachers' classrooms adjacent to other team members. Common planning time emerged as a major contributor to the development of teacher community in this study. Likewise, the lack of built in common planning time inhibited teacher community building. Some teachers viewed the absence of common planning time as a lack of administrative support. In numerous ways, administrative support provided the mechanisms and needed resources -- copy machine, space, telephones to support the development of teams and teacher community. Though not the focus of this research, I was impressed with the level of support provided to the HUMANITAS program by the District. Money and resources were allocated even in times of decreased funding to provide paid teacher coordinatorships and substitute teacher time to allow teachers to attend the Teacher Center and other scheduled meetings. The District worked closely with LAEP to fund a portion of one of their staff positions. The Senior High Schools Division and Mr. Dan Isaacs demonstrated continued support for HUMANITAS. The program was a monthly feature at district principal's meetings and principals were encouraged to invite a HUMANITAS teacher. This surely suggests the high level of recognition accorded HUMANITAS as a worthwhile effort.

Time was found to be both a contributor and an inhibitor to building teacher community. Schools provided time, considered a critical resource, when master schedules recognized and reflected different ways of planning, teaching, and learning. Shulman (1989) described time as one of the demons of the reform movement -- an inhibitor for reform and change. It bedevils attempts to improve schools. Enabling change requires careful consideration of the factor of time. An absence of that consideration signals no time for reflection alone or collaboration together.

In what ways has the teacher community that has developed within HUMANITAS teams enabled teachers to change? For example, what specific changes in beliefs or attitudes toward teaching and learning occurred among team members? What effects have these changes had on practice or curriculum content -- or generally -- what and how things are taught in the classroom? What specific changes in roles, relationships, or responsibilities occurred within HUMANITAS teams?

Questions such as what do teachers actually change, and what is it that impels them or inspires them to change or not to change in the first place become important in understanding the development of teacher community. For many teachers, beliefs about student learning and connections to ideas and curriculum across the disciplines did not seem to change. Based on data from in-depth interviews and direct observation, teachers described in similar ways their "vision" that HUMANITAS represented what they thought education ought to be and how students would best learn. HUMANITAS with its emphasis on interdisciplinary connections between subjects, and a conceptual approach using broad themes afforded a structure that allowed teachers to take a risk and teach the way they wanted to teach. The HUMANITAS team was instrumental in building teachers' confidence, encouraging risk taking and experimentation, and strengthening teachers' capacity for change. HUMANITAS also provided a forum for teachers to practice their beliefs:

> As an English teacher I was concerned with content coverage. I felt I had to teach everything prescribed or in the book. I've known for many years though that wasn't necessarily the way to reach students. Being part of HUMANITAS has enabled me. It's given me permission to skip some of the pieces and allowed me to bring in the art and music that I always wanted to include in English.
>
> HUMANITAS for me is an extension of what I was doing before in my years of teaching the arts, theater, stage and musical productions.
>
> Before HUMANITAS I did it all on my own [integrating the themes between subjects], but alone as one teacher. It's a lot more fun teaching this way with other people.

> I was always looking to make the connections between science and language. The HUMANITAS approach just fits. It makes sense.
>
> As an art teacher I've probably taught more in this fashion. . . . But when HUMANITAS came along, it was like someone said that what I was doing was all right and no one was going to scold me for how I taught.

In contrast, the interdisciplinary, thematic approach created problems for other teachers who were "tied to content, coverage, and chronology." They effected major changes in pedagogy when they decided to participate in the HUMANITAS Program. Several social studies teachers described their struggle of having to change their style of delivery, and approach to curriculum. For some teachers this meant giving up content -- not covering it all. The same experience was true to some extent for the two science teachers interviewed. One English teacher also acknowledged dealing with the same problem.

Teachers made additional changes in practice as a result of working together on teams across disciplines. Teachers observed each other frequently, and were observed by colleagues. This validated their own practice, and caused them to reflect on that practice. Teachers not only changed practice, they changed curriculum. Teachers revised and reframed curriculum content. They moved from a "single subject focus" to one which brought in multiple perspectives from the other disciplines.

Teachers reported making attitudinal changes such as "giving up a me for we" in order to work on a team. This action resulted in changed relationships. Teachers reported being more concerned for their team as their reference point. Teachers expressed their strong feelings of loyalty and obligation to their team. The power of the team relationship -- the support of another colleague -- was very important to teachers in this study. It was strong enough to promote their willingness to take risks associated with reflective practice and change. Their increased capacity for change made them effective in motivating their students and reaching those with diverse needs.

IMPLICATIONS

The findings in this study generated two major implications for future research. The first one grows out of an observation that teacher community building within the local context of HUMANITAS was bounded. The collegial, collaborative spirit of the professional teacher community that developed within and among the HUMANITAS teams at the schools did not extend across the boundaries of those teams to the entire school, nor to other departments within the school. Therefore, educators, school leaders, program planners, LAEP support personnel, and teacher leaders need to explore ways for schools to: recognize the existence of multiple professional communities, nurture those multiple professional communities, and pay attention to the multiple dimensions of those communities. As multiple professional communities develop, they should not be viewed as competitive with each other, but rather as supportive of the other. Future studies might examine those school sites that already support multiple professional communities (e.g. for example, schools with academies, houses, and/or multiple magnet schools at one site).

While this study focused on examining teacher community building, of related interest are questions about how to build broader communities in urban high schools that include students and administrators. Sergiovanni (1994) contends that principals and teachers create community when they inquire together. Are there urban schools where this collective inquiry is occurring that could serve as a model for expanded community building? Further questions for consideration might include: What stages are involved in expanded community building, and how do participants navigate those stages?

A second important implication comes from the original question driving this study, namely, how does teacher community develop within particular local contexts of teaching? A different perspective on that question might lead one to pursue the question of why community building does not happen for some people and some schools. Of major interest to school leaders, educators, program planners, LAEP support personnel, and District officials, would be exploring questions about why teachers do not join innovative partnerships and teams in

programs like HUMANITAS that are teacher-driven and open to all teachers through a process of self-selection. Not all of the 49 senior high schools in the District have applied to start their own HUMANITAS program. Questions that deserve thoughtful consideration might be those that seek to determine why some schools never applied for the program. What role, for example, does lack of administrative leadership and administrative support play? Have teachers in those schools formed professional teacher communities in other contexts? Are those professional teacher communities viewed as competing with HUMANITAS?

Finally, of paramount concern to this study is the observation that some teachers, though not very many in number, do leave the program, and some teams disband. As personal relationships constantly evolve and change, so does the phenomenon of teacher community. It would be important to understand the dynamics of community building by looking at the stages in the process in a more scientific way. For instance, where does community building break down? Are there some stages that are more vulnerable than others? What intervention strategies might be used at those critical stages? It would be useful for educators, teacher leaders and program planners to consider expanding the kinds of training offered in the Summer Academy and Teacher Center. Presently, training is focused on providing a philosophical base for understanding interdisciplinary teams, curriculum and theme development, and solid modeling of the thematic, team-based approach to teaching and learning. Additional training for teachers and administrators in the dynamics of team-building and group work might prove beneficial. Teacher leaders and trainers should consider identifying and exploring intervention strategies found to be helpful at the various stages of team-building.

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APPENDICES

School-Team Profiles
Selected Humanitas Schools
1994-1995

Selected Humanitas Schools	# Years In Humanitas	# Humanitas Teachers	# Humanitas Teams	Grade Level Hum.Teams	Subject Areas Of Humanitas Teams
School 1	4	5	3	10-12	English, Social Studies Science
School 2	9	2	2	11-12	English, Social Studies Art, Music
School 3	5	8	4	9-12	English, Social Studies Science,Art,Music,Drama
School 4	5	9	4	10-12,ESL	English, Social Studies Science, Art, ESL3/4
School 5	4	6	3	9-11	English, Social Studies Science, Health
School 6	9	12	7	10-12	English, Social Studies Science, Art
School 7	9	8	4	9-12	English, Social Studies Science, Art, Spanish
School 8	9	18	8	9-12	English, Social Studies Science, Art
TOTALS	8 Schools		68 Teachers	35 Teams	

Ethnic Survey Report - 1994
Percentage of Total School Enrollment
Selected Humanitas Schools

Selected Humanitas Schools	Total Enrollment	Amer. Ind. Alaska Nat.	Asian	Black Not Hispanic	Filipino	Hispanic	Pacific Islander	White Not Hispanic
School 1	2452	0.90%	7.90%	8.00%	1.80%	58.00%	0.30%	23.10%
School 2	2398	0.30%	12.80%	15.40%	1.90%	39.90%	0.30%	29.40%
School 3	3104	0.20%	7.10%	2.80%	2.50%	58.10%	0.20%	29.20%
School 4	2636	0.30%	4.40%	2.50%	3.90%	79.10%	0.60%	9.10%
School 5	1712	0.1 %	9.60%	4.3 %	2.5 %	60.30%	0.30%	22.90%
School 6	3645	0.10%	0.60%	0.40%	0.10%	98.50%	0.00%	0.30%
School 7	1853	0.10%	3.10%	64.20%	0.30%	19.40%	0.10%	12.80%
School 8	3563	0.00%	0.30%	10.30%	0.00%	89.30%	0.10%	0.10%
High School Division	130578	0.30%	5.40%	13.80%	2.20%	64.80%	0.40%	13.20%
Total District (K-12)	639098	0.30%	5.00%	14.40%	1.90%	65.90%	0.40%	12.10%

Source: Information Technology Division
Los Angeles Unified School District
Publication Number 121 - January, 1994

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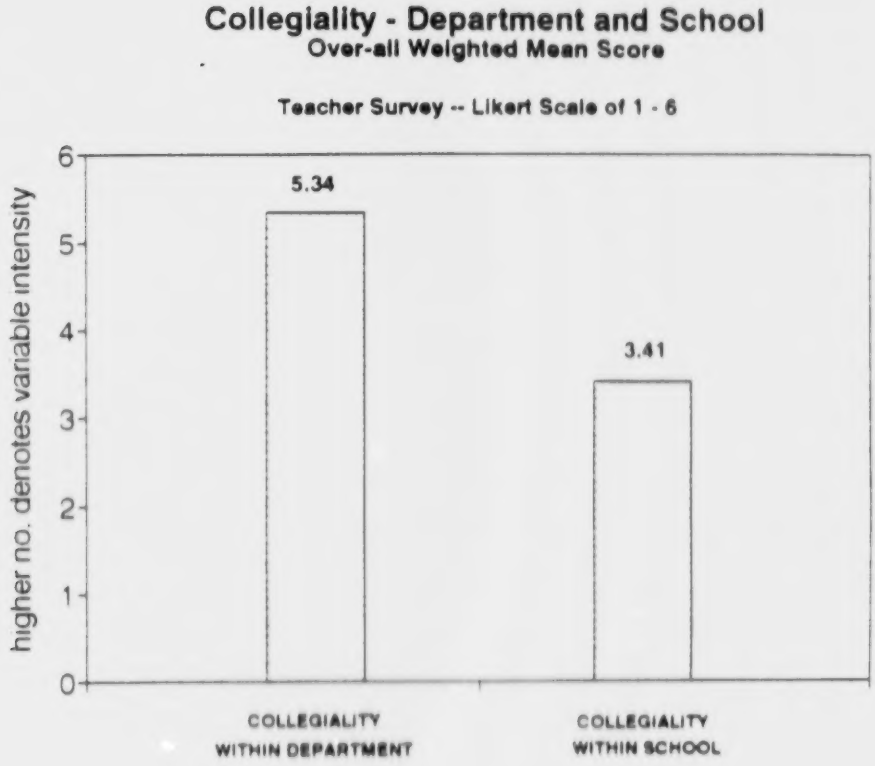
Teacher Survey Response
Selected Humanitas Schools
1994-1995

Humanitas Schools	Humanitas Teams	Humanitas Teachers	Surveys Returned	Response Rate
School 1	3	5	5	100
School 2	2	2	2	100
School 3	4	8	6	.75%
School 4	4	9	9	100
School 5	3	6	5	.83%
School 6	7	12	9	.75%
School 7	4	8	7	.87%
School 8	8	18	9	.50%
TOTALS				Overall Response
8 Schools	35 Teams	68 Teachers	52 Surveys Returned	Rate .7647%


Collegiality - Department and School
Over-all Weighted Mean Score
Teacher Survey -- Likert Scale of 1 - 6
higher no. denotes variable intensity
6
5
4
3
2
1
0
5.34
3.41
COLLEGIALITY WITHIN DEPARTMENT
COLLEGIALITY WITHIN SCHOOL

SURVEY MEASURES OF PROFESSIONAL LEARNING COMMUNITY
Mean Scores by Variables

	Collegial Collaboration			Professional Growth		
	Department Collaboration (5 items)	Collegiality (5 items)	Privacy Norms (3 items)	Teacher Learning Opp. (8 items)	Support for Learning (2 items)	Faculty Innovativeness (5 items)
School 1 (N=5)	5.32* (.27)**	3.64 (.28)	3.33 (.64)	4.48 (.20)	5.7 (.30)	4.36 (.23)
School 2 (N=2)	5.70 (.10)	3.50 (.10)	3.42 (1.92)	4.69 (.06)	5.75 (.25)	4.40 (.40)
School 3 (N=6)	5.47 (.23)	3.60 (.41)	2.22 (.35)	4.58 (.39)	5.33 (.31)	4.77 (.39)
School 4 (N=9)	5.55 (.18)	3.12 (.30)	2.00 (.11)	4.76 (.17)	5.67 (.17)	4.87 (.24)
School 5 (N=5)	4.68 (.27)	2.60 (.31)	3.07 (.57)	3.58 (.34)	4.60 (.37)	3.32 (.55)
School 6 (N=9)	5.18 (.27)	4.63 (.30)	2.96 (.36)	5.04 (.20)	5.61 (.14)	5.08 (.27)
School 7 (N=7)	5.48 (1.56)	2.89 (.19)	2.43 (.46)	3.69 (.14)	5.29 (.36)	3.22 (.25)
School 8 (N=9)	5.38 (.27)	3.04 (.15)	2.52 (.45)	4.12 (.24)	5.28 (.30)	3.91 (.37)

* Likert scale of 1 - 6

** standard error

SURVEY MEASURES OF PROFESSIONAL LEARNING COMMUNITY
Mean Scores by Variables

	Professional Commitment			
	Job Satisfaction (2 items)	Professional Engagement (6 items)	Professional Commitment (8 items)	Commitment to School (3 items)
School 1 (N=5)	3.90* (.19)**	5.40 (.26)	5.53 (.17)	5.40 (.19)
School 2 (N=2)	3.75 (.75)	5.67 (.33)	5.25 (.00)	3.67 (1.89)
School 3 (N=6)	4.25 (.31)	5.47 (.17)	5.38 (.21)	5.33 (.23)
School 4 (N=9)	4.11 (.20)	5.69 (.11)	5.51 (.14)	5.41 (.11)
School 5 (N=5)	3.90 (.43)	5.07 (.34)	5.00 (.33)	4.20 (.57)
School 6 (N=9)	4.17 (.19)	5.33 (.25)	5.38 (.18)	5.11 (.44)
School 7 (N=7)	3.36 (.14)	4.89 (.14)	4.64 (.21)	4.29 (.43)
School 8 (N=9)	3.39 (.27)	5.20 (.29)	5.08 (.24)	4.87 (.26)

* Likert scale of 1 - 6
** standard error

SURVEY MEASURES OF PROFESSIONAL LEARNING COMMUNITY
Mean Scores by Variables

	Shared Leadership				
			Control-Classroom Instruction		
	Bureaucratization (6 items)	Teacher Infl. School Policy (3 items)	Control over Curriculum (2 items)	Control Teach. Techniques (2 items)	Teacher Assign. Practices (4 items)
School 1 (N=5)	2.67* (.32)**	4.53 (.17)	5.60 (.24)	6.00 (.00)	4.85 (.35)
School 2 (N=2)	3.00 (1.00)	4.50 (.50)	5.50 (.50)	6.00 (.00)	3.88 (.38)
School 3 (N=6)	3.14 (.41)	4.61 (.43)	5.42 (.27)	5.83 (.17)	3.71 (.23)
School 4 (N=9)	2.81 (.28)	4.04 (.43)	4.94 (.35)	5.78 (.15)	4.42 (.17)
School 5 (N=5)	3.27 (.28)	2.80 (.59)	5.00 (.27)	5.60 (.19)	2.98 (.31)
School 6 (N=9)	2.42 (.30)	3.44 (.60)	5.06 (.37)	5.44 (.28)	3.81 (.28)
School 7 (N=7)	3.31 (.29)	3.48 (.40)	5.64 (.18)	6.00 (.00)	4.18 (.36)
School 8 (N=9)	3.56 (.27)	4.11 (.35)	5.56 (.26)	5.72 (.22)	3.56 (.21)

* Likert scale of 1 - 6
** standard error

SURVEY MEASURES OF PROFESSIONAL LEARNING COMMUNITY
Mean Scores by Variables

	Shared Technical Culture				Reflective Practice	
	Technical Culture	Conception of Subject Matter		Commitment to Students	Instructional Adaptation to Students	Faculty Innovativeness
		Static	Defined			
	(6 items)	(3 items)	(2 items)	(6 items)	(2 items)	(5 items)
School 1 (N=5)	4.67* (.23)**	2.27 (.39)	3.50 (.27)	4.87 (.19)	4.7 (.20)	4.36 (.23)
School 2 (N=2)	4.83 (.67)	1.67 (.67)	4.50 (1.00)	4.59 (.75)	3.25 (.25)	4.40 (.40)
School 3 (N=6)	4.53 (.33)	1.94 (.25)	3.67 (.49)	5.06 (.27)	5.25 (.31)	4.77 (.39)
School 4 (N=9)	4.70 (.23)	1.59 (.33)	4.17 (.40)	5.30 (.19)	5.11 (.27)	4.87 (.24)
School 5 (N=5)	4.32 (.17)	1.87 (.23)	3.90 (.37)	5.03 (.19)	4.20 (.34)	3.32 (.55)
School 6 (N=9)	4.00 (.26)	1.44 (.24)	3.56 (.35)	5.27 (.15)	5.33 (.20)	5.08 (.27)
School 7 (N=7)	4.98 (.30)	1.40 (.14)	4.14 (.26)	4.89 (.19)	4.79 (.29)	3.22 (.25)
School 8 (N=9)	4.49 (.09)	1.59 (.19)	4.00 (.20)	5.38 (.13)	4.83 (.26)	3.91 (.37)

* Likert scale of 1 - 6
** standard error